

**BOUSFIELD PRIMARY SCHOOL CURRICULUM MAP  
YEAR GROUP: 2**

	<b>AUTUMN</b>	<b>SPRING</b>	<b>SUMMER</b>
<b>ENGLISH</b>	<p><b>Texts studied</b></p> <ul style="list-style-type: none"> <li>• The Lighthouse Keeper’s Lunch</li> <li>• Information books (coastal areas)</li> <li>• Pirate Tom</li> <li>• Treasure poems</li> </ul> <p><b>Writing outcomes</b></p> <ul style="list-style-type: none"> <li>• Setting and character descriptions</li> <li>• Explanation text</li> <li>• Adventure story</li> <li>• List poem</li> </ul> <p><b>Grammar &amp; Punctuation</b></p> <ul style="list-style-type: none"> <li>• Use capital letters (sentences and names), full stops and exclamation marks</li> <li>• Use commas in a list</li> <li>• Use expanded noun phrases (e.g. the blue butterfly)</li> <li>• Understand the terms ‘noun’, ‘adjective’ and ‘verb’ ‘adverb’</li> <li>• Use the past and present tense</li> <li>• Use ‘and’, ‘because’ and ‘but’</li> </ul>	<p><b>Texts studied</b></p> <ul style="list-style-type: none"> <li>• Nightshift (short film)</li> <li>• Information books (Nocturnal Animals)</li> <li>• Extracts from Samuel Pepys’ diary</li> <li>• Information books (The Great Fire of London)</li> </ul> <p><b>Writing outcomes</b></p> <ul style="list-style-type: none"> <li>• Character description</li> <li>• Non-chronological reports</li> <li>• Recounts</li> </ul> <p><b>Grammar &amp; Punctuation</b></p> <ul style="list-style-type: none"> <li>• Recap Term 1</li> <li>• Use different sentence forms; statements, questions, exclamations, commands</li> <li>• Understand the terms ‘statement’, ‘questions’, ‘exclamation’, ‘command’, “</li> <li>• Use question marks and exclamation marks</li> <li>• Use ‘when’, ‘if’, ‘that’, and ‘or’</li> <li>• Use apostrophes for singular possession (e.g. Jane’s dress)</li> <li>• Use apostrophes for omission (e.g. don’t)</li> </ul>	<p><b>Texts studied</b></p> <ul style="list-style-type: none"> <li>• The Magic Paintbrush</li> <li>• Information books (plants)</li> <li>• The Sea poetry</li> <li>• Selkie/ Biscuit Bear</li> <li>• Kenyan Fact files (e-books)</li> </ul> <p><b>Writing outcomes</b></p> <ul style="list-style-type: none"> <li>• Magical powers story</li> <li>• Explanation writing (planting seeds)</li> <li>• Poems</li> <li>• Book reviews</li> </ul> <p><b>Grammar &amp; Punctuation</b></p> <ul style="list-style-type: none"> <li>• Recap Term 1 and 2</li> </ul>

<p><b>MATHS</b></p> <p><b>(Maths Mastery)</b></p>	<p><b>Number (within 100)</b></p> <ul style="list-style-type: none"> <li>Recognise the place value of each digit in a two-digit number (tens, ones) and use number facts to solve problems</li> <li>Compare and order numbers from 0 up to 100; use &lt;, &gt; and = signs</li> <li>Read and write numbers to at least 100 in numerals and in words</li> <li>Count in steps of 2, 3, and 5 from 0, and in tens from any number, forward and backward</li> <li>Recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100</li> <li>Add and subtract: a two-digit number and ones; a two-digit number and tens; two two-digit numbers; adding three one-digit numbers</li> <li>Solve problems with addition and subtraction including those involving numbers, quantities and measures; applying increasing knowledge of mental and written methods</li> <li>Multiply and divide and use the multiplication (<math>\times</math>), division (<math>\div</math>) and equals (=) signs</li> <li>Solve problems involving multiplication and division</li> <li>Show that multiplication of two numbers can be done in any order (commutative) and division cannot</li> <li>Recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables</li> </ul> <p><b>Measures (length)</b></p> <ul style="list-style-type: none"> <li>Choose and use appropriate standard units to estimate and measure length/height in any direction (m/cm) to the nearest appropriate unit</li> <li>Compare and order length and record the results using &gt;, &lt; and =</li> <li>Apply knowledge of numbers to 100 to read scales to the nearest appropriate standard unit in the context of length (m/cm)</li> </ul> <p><b>Graphs</b></p> <ul style="list-style-type: none"> <li>Interpret and construct simple pictograms, tally charts, block diagrams and simple tables</li> <li>Ask and answer simple questions by counting the number of objects in each category and sorting the categories by quantity</li> </ul>	<p><b>Number (within 100)</b></p> <ul style="list-style-type: none"> <li>Recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100</li> <li>Show that addition of two numbers can be done in any order (commutative) and subtraction of one number from another cannot</li> <li>Add and subtract including: a two-digit number and ones; a two-digit number and tens; two two-digit numbers; adding three one-digit numbers</li> <li>Solve problems with addition and subtraction: including those involving numbers, quantities and measures; applying increasing knowledge of mental and written methods</li> <li>Find different combinations of coins that equal the same amounts of money</li> <li>Solve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change</li> <li>Recognise and use symbols for pounds (£) and pence (p); combine amounts to make a particular value</li> </ul> <p><b>Measures (time)</b></p> <ul style="list-style-type: none"> <li>Tell and write the time to five minutes, including quarter past/to the hour and draw the hands on a clock face to show these times</li> <li>Know the number of minutes in an hour and the number of hours in a day</li> <li>Compare and sequence intervals of time</li> </ul> <p><b>Fractions</b></p> <ul style="list-style-type: none"> <li>Recognise, find, name and write fractions <math>\frac{1}{3}</math>, <math>\frac{1}{4}</math>, <math>\frac{2}{4}</math> and <math>\frac{3}{4}</math> of a length, shape, set of objects or quantity</li> <li>Write simple fractions for example, <math>\frac{1}{2}</math> of 6 = 3</li> <li>Recognise the equivalence of <math>\frac{2}{4}</math> and <math>\frac{1}{2}</math></li> </ul> <p><b>Geometry</b></p> <ul style="list-style-type: none"> <li>Identify and describe the properties of 3-D shapes, including the number of edges, vertices and faces</li> <li>Identify 2-D shapes on the surface of 3-D shapes, (for example, a circle on a cylinder)</li> <li>Identify and describe the properties of 2-D shapes, including the number of sides and line symmetry in a vertical line</li> <li>Compare and sort common 2-D and 3-D shapes and everyday objects</li> <li>Order and arrange combinations of mathematical objects in patterns and sequences</li> <li>Use mathematical vocabulary to describe position, direction and movement, including movement in a straight line and distinguishing between rotation as a turn and in terms of right angles for quarter, half and three-quarter turns (clockwise and anticlockwise)</li> </ul>	<p><b>Number (within 1000)</b></p> <ul style="list-style-type: none"> <li>Use place value and number facts to solve problems</li> <li>Recognise the place value of each digit in a three-digit number (hundreds, tens, ones) (Y3)</li> <li>Solve problems with addition and subtraction: including those involving numbers, quantities and measures; applying increasing knowledge of mental and written methods</li> <li>Apply knowledge of numbers to 1000 to read scales</li> <li>Add and subtract numbers mentally, including: a two-digit number and ones; a two-digit number and tens</li> <li>Add and subtract numbers with up to three digits, introduction to formal written methods of columnar addition and subtraction (Y3)</li> <li>Calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (<math>\times</math>), division (<math>\div</math>) and equals (=) signs</li> <li>Solve problems involving multiplication and division, including problems in contexts</li> <li>Show that multiplication of two numbers can be done in any order (commutative) and division cannot</li> </ul> <p><b>Measures</b></p> <ul style="list-style-type: none"> <li>Choose and use appropriate standard units to estimate and measure capacity (litres/ml) and temperature (<math>^{\circ}\text{C}</math>) to the nearest appropriate unit, using scales, thermometers and measuring vessels</li> <li>Compare and order volume and capacity and record the results using &gt;, &lt; and =</li> <li>Apply knowledge of numbers to 1000 to read scales to the nearest appropriate standard unit in the context of capacity (litres/ml) and temperature (<math>^{\circ}\text{C}</math>)</li> <li>Choose and use appropriate standard units to estimate and measure mass (kg/g) to the nearest appropriate unit, using rulers, scales, thermometers and measuring vessels</li> <li>Compare and order mass and record the results using &gt;, &lt; and =</li> <li>Apply knowledge of numbers to 1000 to read scales to the nearest appropriate standard unit in the context of mass (kg/g)</li> </ul>
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<p><b>SCIENCE</b></p>	<p><b>Materials and their everyday uses</b></p> <ul style="list-style-type: none"> <li>Identify and group everyday materials</li> <li>Compare suitability of materials for different uses</li> <li>Describe the properties of materials</li> <li>Carry out simple comparative tests</li> <li>Use appropriate scientific language, e.g. rigid, flexible</li> <li>Make predictions</li> </ul> <p><b>Animals including humans</b></p> <ul style="list-style-type: none"> <li>Explain that animals, including humans, have offspring which grow into adults</li> <li>Find out about and describe the basic needs of animals, including humans, for survival (water, food and air)</li> <li>Describe the importance for humans of exercise, eating the right amounts of different types of food and hygiene</li> </ul>	<p><b>Living things and their habitats</b></p> <ul style="list-style-type: none"> <li>Explore and compare the differences between things that are living, dead, and things that have never been alive</li> <li>Identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other</li> <li>Identify and name a variety of plants and animals in their habitats, including micro-habitats</li> <li>Describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food</li> <li>Use scientific equipment such as magnifying glasses and pooters</li> </ul>	<p><b>Plants</b></p> <ul style="list-style-type: none"> <li>Observe and describe how seeds and bulbs grow into mature plants</li> <li>Research and explain how plants need water, light and a suitable temperature to grow and stay healthy</li> <li>Identify and name a variety of plants in the local area</li> </ul>
<p><b>Computing</b></p>	<p><b>Online Safety - Being Respectful and Responsible online</b></p> <ul style="list-style-type: none"> <li>Explain the different uses of the internet</li> <li>Understand the SMART rules for using the internet safely</li> <li>How technology makes you feel</li> <li>Digi Duck's Dilema</li> </ul> <p><b>Computer Science</b></p> <ul style="list-style-type: none"> <li>How does that work?</li> <li>Beebots</li> </ul> <p><b>IT</b></p> <ul style="list-style-type: none"> <li>How do you get to school</li> </ul>	<p><b>Online Safety - Being Respectful and Responsible online</b></p> <ul style="list-style-type: none"> <li>Explain how to use the internet safely</li> <li>Discuss what to do if a problem occurs</li> <li>Pause and think online</li> </ul> <p><b>Computer Science</b></p> <ul style="list-style-type: none"> <li>Demolition robot</li> </ul> <p><b>IT</b></p> <ul style="list-style-type: none"> <li>Game development</li> </ul> <p><b>Digital literacy</b></p> <ul style="list-style-type: none"> <li>Let's send a message</li> </ul>	<p><b>Online Safety - Securing our information</b></p> <ul style="list-style-type: none"> <li>Revise the different uses of the internet</li> <li>Explain the SMART rules for using the internet safely</li> <li>Use a selection of websites to research different topics</li> <li>Revise what to do if a problem occurs</li> <li>Internet Traffic Light</li> </ul> <p><b>IT</b></p> <ul style="list-style-type: none"> <li>Collecting finding and using information</li> <li>Say no to graffiti</li> <li>Do you like my blog?</li> </ul> <p><b>Computer science</b></p> <ul style="list-style-type: none"> <li>I can debug</li> </ul>
<p><b>HISTORY</b></p>	<p><b>Chronology- History Week</b></p> <ul style="list-style-type: none"> <li>Place events on a timeline of Beatrix Potter's life</li> <li>Sequence clothing and transport developments during Beatrix Potter's life</li> <li>Use terms concerned with the passing of time, e.g. Victorian times</li> </ul>	<p><b>Compare significant famous people</b></p> <ul style="list-style-type: none"> <li>Research the lives of Beatrix Potter and Quentin Blake</li> <li>Identify similarities and differences between them</li> <li>Use primary and secondary sources</li> </ul> <p><b>The Great Fire of London</b></p> <ul style="list-style-type: none"> <li>Use terms concerned with the passing of time, e.g. Stuart London</li> <li>Order artefacts and events</li> <li>Describe how life today is different to life in 1666</li> <li>Order and describe the main events of The Great Fire of London</li> <li>Use primary and secondary sources to answer questions about the past</li> </ul>	

<b>GEOGRAPHY</b>	<b>Similarities between the local area and the coast</b> <ul style="list-style-type: none"> <li>• Use a simple map to locate places</li> <li>• Use a key</li> <li>• Compare the features of different locations</li> <li>• Identify and locate the four countries and capitals of the UK and name the surrounding seas</li> </ul>		<b>Kenya</b> <ul style="list-style-type: none"> <li>• Ask and respond to geographical questions</li> <li>• Make simple comparisons between two places using geographical vocabulary</li> <li>• Draw simple maps and use symbols</li> <li>• Give directions using the four compass points</li> <li>• Identify continents and world oceans</li> <li>• Use globes and world maps to answer simple questions</li> </ul>
<b>DESIGN TECHNOLOGY</b>			<b>Puppets</b> <ul style="list-style-type: none"> <li>• Discuss and plan glove puppet</li> <li>• Use back stitch and running to join fabric</li> <li>• Sew buttons and other decoration</li> <li>• Evaluate finished puppet and identify success and areas to improve</li> </ul>
<b>ART</b>	<b>Drawing</b> <ul style="list-style-type: none"> <li>• Make controlled marks with various tools</li> <li>• Vary size/shape &amp; direction of marks made</li> <li>• Apply these marks to their drawings using appropriate marks to show texture</li> <li>• Introduce concept skill of 'light sketching'</li> <li>• Introduce use of view finders</li> </ul>	<b>Sculpture - Construction (Decorating papier-mâché)</b> <ul style="list-style-type: none"> <li>• Explore form, texture and shape</li> <li>• Explore rolling, pleating, curling, twisting &amp; joining paper</li> </ul>	<b>Drawing and Painting (Kenyan birds)</b> <ul style="list-style-type: none"> <li>• Make controlled marks with various tools</li> <li>• Vary size/shape &amp; direction of marks made</li> <li>• Apply these marks to their drawings using appropriate marks to show texture</li> <li>• Introduce concept skill of 'light sketching'</li> <li>• Colour mixing using primary colours</li> </ul>
<b>PHYSICAL EDUCATION</b>	<b>Basketball and ball skills</b> <ul style="list-style-type: none"> <li>• Dribble a ball with both hands</li> <li>• Throw and catch a ball using a chest pass and a bounce pass</li> <li>• Bowl ball along ground</li> </ul> <b>Gym</b> <ul style="list-style-type: none"> <li>• Circuit training practising skipping, star jumps etc.</li> <li>• Balancing, climbing and travelling using apparatus</li> </ul> <b>Dance - The Lighthouse Keeper's Lunch / Christmas Production</b> <ul style="list-style-type: none"> <li>• Imaginatively explore and generate a range of actions that express dance ideas</li> <li>• Perform a range of actions with control, co-ordination and body tension</li> <li>• Demonstrate good special awareness when dancing alone and with others</li> <li>• Describe and interpret what they see, do and feel in dance using appropriate vocabulary</li> <li>• Describe, interpret and evaluate aspects of dance production</li> </ul>	<b>Hockey</b> <ul style="list-style-type: none"> <li>• Dribble the ball</li> <li>• Hold the hockey stick correctly</li> <li>• Strike and retrieve a ball</li> </ul> <b>Football</b> <ul style="list-style-type: none"> <li>• Dribble and control the ball</li> <li>• Strike and pass the ball</li> <li>• Develop ball skills, e.g. step overs</li> </ul> <b>Gym</b> <ul style="list-style-type: none"> <li>• Balancing, climbing and travelling using apparatus</li> <li>• Moving over, under and through apparatus</li> </ul> <b>Dance - Fire Of London / Nocturnal Animals</b> <ul style="list-style-type: none"> <li>• Develop actions in terms of dynamics and space with partner or small group</li> <li>• Perform expressively using dynamic qualities appropriate to the dance idea</li> <li>• Respond to feedback and in turn feedback effectively to others</li> </ul>	<b>Tennis</b> <ul style="list-style-type: none"> <li>• Hold the racquet correctly</li> <li>• Use a forehand pass to hit the ball</li> <li>• Hit a ball over the net to a partner</li> </ul> <b>Athletics</b> <ul style="list-style-type: none"> <li>• Participate co-operatively in team games and relay races</li> <li>• Understand the effect that exercise has on raising heart rate</li> <li>• Explain why warming up and cooling down are important</li> </ul> <b>Dance - Growing Plants &amp; needs of the plants</b> <ul style="list-style-type: none"> <li>• Link actions to create short dances in response to different stimuli and accompaniment</li> <li>• Perform short dances with good movement memory and sense of audience</li> <li>• Understand the importance of warming up, cooling down, dressing appropriately and moving safely</li> <li>• Know that dance is an enjoyable and healthy activity</li> </ul>
<b>MUSIC</b>	<b>Sea Shanties (link to English topic)</b> <ul style="list-style-type: none"> <li>• Develop control of singing voice</li> <li>• Understand of pitch</li> <li>• Sing following 'Solfa' hand signs – d,r,m,s,l</li> </ul> <b>Prepare and present a performance</b> <ul style="list-style-type: none"> <li>• Use a confident, clear and tuneful singing voice</li> <li>• Sing songs from memory</li> <li>• Rehearse and improve a performance</li> </ul>	<b>Playing tuned percussion (link to history topic 'The Great Fire of London')</b> <ul style="list-style-type: none"> <li>• Sing a round</li> <li>• Play a melody on tuned percussion</li> </ul>	<b>Playing Djembe Drums (link to geography topic 'Kenya')</b> <ul style="list-style-type: none"> <li>• Hold and play djembes correctly</li> <li>• Combine simple rhythms in groups</li> <li>• Recognise known rhythms from notation</li> <li>• Sing 'Call and Response' songs from Africa</li> </ul>

<p><b>PERSONAL, SOCIAL and HEALTH EDUCATION (PSHE)</b></p> <p>inc. RHE + RSE</p>	<p><b>Me and My Relationships</b></p> <p>We start the school year with a unit that focuses on the children’s feelings, emotions, friendships and ways to resolve conflict.</p> <p>Self-assess learning skills</p> <p>Develop independence and a ‘growth mindset’</p> <p>Self-assess Talk Partner skills</p> <p>Set personal targets for the term</p> <p>Create class Code for Effective Learning</p> <p><b>Valuing Differences</b></p> <p>Our second unit of the year focuses on the importance of cohesion within our diverse community.</p> <p>Links to Black History Month</p> <p>Discuss British Values, e.g. respect, tolerance, democracy, rule of law</p>	<p><b>Keeping Myself Safe</b></p> <p>Talk about how to keep their bodies healthy and safe.</p> <p>Name ways to stay safe around medicines.</p> <p>Know how to stay safe in their home, classroom and outside.</p> <p>Know age-appropriate ways to stay safe online.</p> <p>Name adults in their lives and those in their community who keep them safe.</p> <p><b>Rights and Responsibilities</b></p> <p>Understand that they can make a difference.</p> <p>Identify how they can care for their home, school and family.</p> <p>Talk about how they can make an impact on the natural world.</p> <p>Talk about similarities and differences between themselves.</p> <p>Demonstrate building relationships with friends.</p>	<p><b>Being My Best</b></p> <p>Feel resilient and confident in their learning.</p> <p>Name and discuss different types of feelings and emotions.</p> <p>Learn and use strategies or skills in approaching challenges.</p> <p>Understand that they can make healthy choices.</p> <p>Name and recognise how healthy choices can keep us well.</p> <p><b>Growing and Changing</b></p> <p>Understand that there are changes in nature and humans.</p> <p>Name the different stages in childhood and growing up.</p> <p>Understand that babies are made by a man and a woman.</p> <p>Use the correct vocabulary when naming the different parts of the body.</p> <p>Know how to keep themselves safe</p>
<p><b>RELIGIOUS EDUCATION</b></p>	<p><b>The Good Samaritan</b></p> <ul style="list-style-type: none"> <li>• Retell a religious story</li> <li>• Discuss if a choice is right or wrong</li> <li>• Respond sensitively to questions about their own and others’ experiences</li> </ul>		<p><b>New beginnings</b></p> <ul style="list-style-type: none"> <li>• Explore how babies are welcomed in different faiths</li> <li>• Discuss the significance of religious symbols</li> </ul>